

## “COP26: Where Does the World Go From Here?”



“Environment correspondent Fiona Harvey describes a global climate deal that makes some progress but goes nowhere near far enough to avert devastating global heating.”

### **Grade Levels:**

Middle and High School (grades 6-12)

The lesson can be taught across grade and age levels by modifying the prompts and materials provided.

### **Time Needed:**

The podcast episode is 27 minutes, students can listen before class as a homework assignment, or the episode can be presented as part of class time. The activities surrounding the podcast

### **Lesson Context/Summary:**

In this stand-alone lesson, students will implement skills in media literacy introduced by the LAll's media literacy lesson plan and the foundational information they learned in the introductory lesson to the COP26 to actively listen to The Guardian's Today in Focus podcast episode "COP26 Where do we go From Here?" and form their own educated opinions about the success of the 26<sup>th</sup> COP and make predictions and assessments about what areas still need attention and what new issues may arise. They will be able to apply their understanding of major themes of COP26- coal, cash, trees, and cars to affected regions of Latin America.

This is the perfect follow-on lesson to the LAll's lesson plan which introduces the COP26 conference and the lesson plan on media literacy.

### **Common Core Standards:**

Standards covered will vary depending on the grade level but will focus on the ELA – Speaking and Listening standards. Below is an example from an applicable 8th-grade standard:

[CCSS.ELA-LITERACY.W.8.4](#) - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

### **Essential Question (EQ):**

How successful was COP26? Who were the “winners” and “losers”? What areas still need attention and what new issues have arisen since COP26 that should be addressed at COP27?

### **Learning Objectives (LOs):**

*Students will be able to conceptualize the progression of global discussion on climate change from the Paris Agreement to COP26.*

*Students will have an understanding of the aftermath of the COP26 and reflect on the positive and negative results of the summit.*

*They will understand how cash, coal, trees, and cars pertain to climate change and apply their understanding of those concepts to affected areas in Latin America.*

## **Key Vocabulary Terms:**

COP26

United Nations

Fossil fuels

Delegations

Adaptation

Deforestation

Glasgow Climate Pact

1.5 Alive

Greenhouse gas emissions

Paris agreement

## **Learning Activities:**

### **Before the lesson (as homework)-**

- 27 minutes of listening time for the episode
- 15-20 minutes of review on the prior lessons on COP26 and media literacy if using all lesson plans in conjunction. If this lesson plan will be used as a standalone activity, students can write a short reflection on what they know about COP26 and how effective they see podcasts as a media outlet vs. Other sources such as newspaper articles or documentaries.

*Differentiation: this can be done as a whole class where students listen together and work in groups to discuss the prompts of the short reflection.*

### **Opening - 10 minutes**

To get students grounded in the content of the podcast episode allow 10 minutes at the beginning of class for them to work in pairs to discuss their initial reactions to the episode. What were some important points, interesting facts, or new information they observed while listening. Open up a short group discussion where pairs can share 1-2 details they discussed.

Pause for questions.

### **Direct Instruction and Guided Practice (I Do and We Do) - 20 minutes**

Split the board into two sides, one labeled positive the other negative. Ask students to come up and write either one positive or negative outcome of COP26. Have a class

discussion to talk more in depth about a few of the items students wrote on the board and expand if necessary.

Ask students “*what do you know about the Paris agreement?*” allow a class discussion where students share thoughts/knowledge. After discussion give students a brief overview of the Paris Agreement using this short clip (1:40) [What is the Paris Agreement?](#)

Ask students “*How does the Glasgow deal build on the Paris Agreement?*” and “*What has happened since Paris to our understanding of global warming and the effect on the planet?*” Allow time for a group discussion where students contribute their thoughts and questions can be asked/answered.

*Differentiation: students may present the requested information in another form if they prefer. Examples include: written essay, private presentation to the teacher rather than to the class as a whole, pre-recorded presentation, video, etc.*

### **Partner Work (We Do) - 35 minutes**

Students work in groups to fill out the worksheet. While this is happening, circulate to check for understanding. The worksheet will address the 4 things the UK claimed the summit could be boiled down to. Students will consider the 4 and apply them to regions in Latin America with the supplemental they find during their searches.

Once the worksheets are complete, students will present their findings to the class. Allow time after each presentation for discussion.

*Differentiation: This can be a homework assignments students work on at home in conjunction with listening to the podcast OR the educator can provide the supplemental material for students and this could be a whole class activity.*

### **Independent Assessment (You Do) - 20 minutes**

Have students read [Indigenous peoples had a clear vision for Cop26, but it has not been delivered | Indigenous peoples | The Guardian \(ampproject.org\)](#) before answering the following questions.

Students will complete an independent writing activity. They will answer the following questions in written form.

- *Considering the article you just read, how would the opinions presented in this podcast episode be different if we heard from Indigenous voices and/or communities directly affected by climate change?*
- *How are we affected by whose voice is chosen to present an issue in the media?*
- *Consider environmental correspondent Fiona Harvey's comment that everything around us was created using fossil fuels. Pick one thing you see in your classroom and research how it is made. Are there alternatives that do not use fossil fuels?*

*Differentiation: students may answer the questions in another form (presentation, drawing, etc.) or in a shortened form. Students may also work in groups to outline their answers before completing the assignment.*

**Assessment [How will the educator determine students have achieved the EQ and LOs?]**

Teacher will determine student mastery by assessing their responses to the assessment assignment above.

**Closure - 5 minutes**

At the end of class, the teacher brings the students back to ask the closing question – *What are the most pressing issues that need to be addressed at the next COP?*

To close, the teacher restates the learning objectives, provides extension resources if students wish to learn more, and answers any last questions.

**Lesson Materials:**

[Today in Focus: "Cop26 Where Does the World go From Here?" podcast episode](#)

**Additional Resources:**

More podcast related to the aftermath of Cop26:

[Climate Crisis Advisory Group: "Aftermath: Reflecting on COP26"](#)

[Energy Live News: "COP26: The Aftermath"](#)

The Climate Briefing: "The Outcomes of COP26"

Articles related to the aftermath of Cop26:

[The Guardian Article: "After the failure of Cop26, there's only one last hope for our survival"](#)

[Vox EU Article: "COP26 assessment and challenges"](#)

[The Guardian Article: "'A continuation of colonialism': indigenous activists say their voices are missing at Cop26"](#)

**Differentiation and Modification Options [How can this lesson be modified to reach all students?]:**

In addition to the below, see differentiation options included in the above lesson plan.

Content: see resources below and above for different forms of content.

Process: students can work individually or with a trusted partner on assignments if they prefer.

Product: students may provide their assessment work in a format that best suits them (PowerPoint, podcast, poster, writing, etc.).

Learning Environment: lessons can be provided in an in-person, virtual, or hybrid format using drawing software such as *Jamboard* or [MS Paint](#).

Extension resources: students may explore the resources provided below for extra content and evidence for their assessment work.

English Language Learners (ELLs): Vocab words defined in detail during direct instruction; can use notes in assessments; extended time.

IEPs and 504s; lessons can be modified in content, process, and product to reflect learning accommodations.

### **Acknowledgments:**

Thank you to the activists of global Indigenous origin and decent whose long history of global, national, and local advocacy and activism inspired this lesson plan.

This lesson plan incorporates resources from *The Guardian Today in Focus* podcast.

Names:

## **COP26 Aftermath Worksheet**

### **Instructions:**

Complete this worksheet by searching your library, internet, books, or any other resource that you think would be informative. Recall the narrator of The Guardian podcast episode describing the four issues the UK thought central to COP26.

### Cars

Describe this issue and how it pertains to global warming/climate change:

Pick a region in Latin America affected and/or connected to this issue. Describe the context of the problem and some potential solutions:

Cash

Describe this issue and how it pertains to global warming/climate change:

Pick a region in Latin America affected and/or connected to this issue. Describe the context of the problem and some potential solutions:

Coal

Describe this issue and how it pertains to global warming/climate change:

Pick a region in Latin America affected and/or connected to this issue. Describe the context of the problem and some potential solutions:



## Trees

Describe this issue and how it pertains to global warming/climate change:

Pick a region in Latin America affected and/or connected to this issue. Describe the context of the problem and some potential solutions: